

Devon Forest Elementary

1127 Dorothy Street
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	949 Students	
Principal	Cristen C. Mitchum	843-820-3880
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	45	38	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Unsatisfactory	No

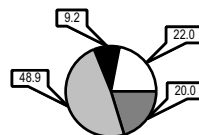
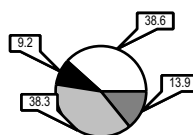
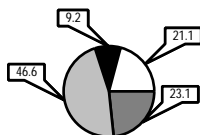
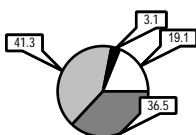
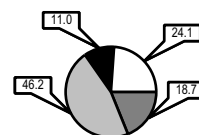
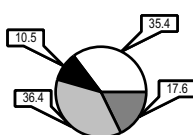
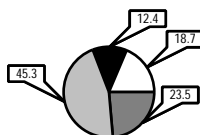
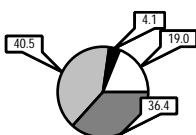
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	486	99.8	19.1	41.3	36.5	3.1	52.7	Yes	Yes
Gender									
Male	233	99.6	24.8	40.5	32.4	2.4	47.1		
Female	253	100.0	14.0	41.9	40.3	3.8	57.6		
Racial/Ethnic Group									
White	325	100.0	18.5	40.1	38.1	3.3	55.0	Yes	Yes
African American	124	100.0	20.2	40.4	36.8	2.6	50.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	96.4	19.0	57.1	23.8	0.0	42.9	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	397	99.8	12.3	44.4	39.5	3.8	57.5		
Disabled	89	100.0	49.4	27.2	23.5	0.0	30.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	486	99.8	19.1	41.3	36.5	3.1	52.7		
English Proficiency									
Limited English Proficient	14	92.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	472	100.0	18.9	40.9	37.0	3.2	53.2		
Socio-Economic Status									
Subsidized meals	242	99.6	22.9	41.7	34.4	0.9	47.7	Yes	Yes
Full-pay meals	244	100.0	15.4	40.8	38.6	5.3	57.5		

Mathematics – State Performance Objective = 36.7%									
All Students	486	100.0	21.1	46.6	23.1	9.2	48.7	Yes	Yes
Gender									
Male	233	100.0	22.4	44.3	22.9	10.5	51.4		
Female	253	100.0	19.9	48.7	23.3	8.1	46.2		
Racial/Ethnic Group									
White	325	100.0	18.9	44.7	25.8	10.6	52.0	Yes	Yes
African American	124	100.0	28.1	46.5	20.2	5.3	39.5	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	100.0	14.3	81.0	0.0	4.8	52.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	397	100.0	13.4	49.9	26.3	10.4	55.3		
Disabled	89	100.0	55.6	32.1	8.6	3.7	18.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	486	100.0	21.1	46.6	23.1	9.2	48.7		
English Proficiency									
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	472	100.0	21.2	46.1	23.3	9.4	48.4		
Socio-Economic Status									
Subsidized meals	242	100.0	24.3	48.6	18.8	8.3	44.5	Yes	Yes
Full-pay meals	244	100.0	18.0	44.7	27.2	10.1	52.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	486	100.0	38.6	38.3	13.9	9.2	23.1
Gender							
Male	233	100.0	39.0	34.3	15.7	11.0	26.7
Female	253	100.0	38.1	41.9	12.3	7.6	19.9
Racial/Ethnic Group							
White	325	100.0	35.4	37.4	16.2	10.9	27.2
African American	124	100.0	45.6	40.4	9.6	4.4	14.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	100.0	42.9	42.9	9.5	4.8	14.3
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	397	100.0	31.5	42.2	16.2	10.1	26.3
Disabled	89	100.0	70.4	21.0	3.7	4.9	8.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	486	100.0	38.6	38.3	13.9	9.2	23.1
English Proficiency							
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	472	100.0	38.8	37.7	14.2	9.4	23.5
Socio-Economic Status							
Subsidized meals	242	100.0	45.4	37.2	11.5	6.0	17.4
Full-pay meals	244	100.0	32.0	39.5	16.2	12.3	28.5

Social Studies							
All Students	486	100.0	22.0	48.9	20.0	9.2	29.1
Gender							
Male	233	100.0	21.4	44.8	21.0	12.9	33.8
Female	253	100.0	22.5	52.5	19.1	5.9	25.0
Racial/Ethnic Group							
White	325	100.0	22.2	45.0	21.9	10.9	32.8
African American	124	100.0	21.1	54.4	19.3	5.3	24.6
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	100.0	19.0	76.2	4.8	0.0	4.8
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	397	100.0	15.9	51.8	21.9	10.4	32.3
Disabled	89	100.0	49.4	35.8	11.1	3.7	14.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	486	100.0	22.0	48.9	20.0	9.2	29.1
English Proficiency							
Limited English Proficient	14	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	472	100.0	21.9	48.4	20.3	9.4	29.7
Socio-Economic Status							
Subsidized meals	242	100.0	27.5	49.1	17.4	6.0	23.4
Full-pay meals	244	100.0	16.7	48.7	22.4	12.3	34.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	167	100.0	13.7	37.3	42.9	6.2	49.1
	4	141	98.6	17.0	53.3	28.1	1.5	29.6
	5	189	98.9	29.2	52.8	17.4	0.6	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	156	100.0	5.7	32.6	56.0	5.7	61.7
	4	175	99.4	25.0	39.4	33.8	1.9	35.6
	5	155	100.0	25.0	52.1	20.8	2.1	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	167	100.0	19.3	57.1	19.3	4.3	23.6
	4	141	99.3	17.6	49.3	25.7	7.4	33.1
	5	189	100.0	27.2	46.1	16.1	10.6	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	156	100.0	11.3	56.7	25.5	6.4	31.9
	4	175	100.0	23.8	31.9	31.3	13.1	44.4
	5	155	100.0	27.1	53.5	11.8	7.6	19.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	156	100.0	23.4	53.2	19.1	4.3	23.4
	4	175	100.0	37.5	35.6	14.4	12.5	26.9
	5	155	100.0	54.2	27.1	8.3	10.4	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	156	100.0	7.1	55.3	23.4	14.2	37.6
	4	175	100.0	25.0	43.8	23.1	8.1	31.3
	5	155	100.0	32.6	48.6	13.2	5.6	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 949)				
First graders who attended full-day kindergarten	88.3%	Down from 100.0%	100.0%	100.0%
Retention rate	3.3%	Down from 3.5%	3.1%	3.0%
Attendance rate	95.7%	Down from 95.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 5.9%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Down from 5.7%	3.6%	3.2%
Eligible for gifted and talented	10.4%	Down from 14.1%	13.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Up from 10.4%	9.2%	8.2%
Older than usual for grade	0.6%	Down from 1.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	61.7%	Up from 50.0%	53.8%	52.6%
Continuing contract teachers	95.0%	Up from 93.3%	86.1%	83.3%
Highly qualified teachers	98.2%	Up from 92.7%	92.5%	93.5%
Teachers with emergency or provisional certificates	1.7%	Down from 1.8%	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 87.1%	88.2%	87.0%
Teacher attendance rate	94.6%	Up from 93.6%	95.2%	95.0%
Average teacher salary	\$43,493	Up 5.8%	\$41,747	\$41,703
Prof. development days/teacher	11.6 days	Up from 6.9 days	12.9 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.8 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.6%	Up from 87.7%	89.8%	89.8%
Dollars spent per pupil*	\$5,964	Up 3.7%	\$6,150	\$6,242
Percent of expenditures for teacher salaries*	59.8%	Down from 62.5%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 975 students in Child Development through fifth grade. The 2004-2005 school year brought positive growth and accomplishments to our school. The most significant area of improvement was concentrating our efforts to raise PACT scores in all categories. We have included MAP testing as part of our efforts in grades 2-5.

Students performing below basic on PACT were served in a tutorial program after school.

An advanced gifted class targeted students showing high academic achievement. Site licenses were purchased for reading comprehension and early reading skill building. The district has invested in Success Maker software to be used at schools focusing on various groups of students identified by teachers and administration. It helps students move through academic programs at their individual paces. Increased emphasis was placed on problem solving and critical thinking.

Eleven teachers at Devon Forest are now National Board Certified, with four others seeking certification presently. Over 50% of the staff has at least a master's degree and several others are enrolled in graduate programs at this time. All regular and special education teachers are now trained in the Cunningham Model, Foss Science kits, Everyday Math and "Six Plus One" writing traits. Two teachers received EIA and Foundation Grants to provide additional supplies for their classrooms and enhanced their academic program.

Parent involvement was expanded. Title I funds supported a School Wide Curriculum Facilitator. Programs implemented included a school-wide reading program, Student of the Month, Terrific Kids with Kiwanis Club, and an academic recognition program. Increased home-school communication was continued through a consistent use of the school agendas in grades 1-5, weekly folders in K-5, and monthly school calendar of events. Everyday Math nights, writing nights, science nights and reading nights were held to provide a better understanding of the curriculum for parents.

Many classes were involved with Kids Who Care projects, Junior Achievement, and Wee Deliver Postal Service. Our School-to-Work hours increased significantly. Students participated in the Greater Goose Creek Spelling Bee, Special Olympics, and STEP Programs. Parents, community liaisons, and teachers were more involved throughout this year, serving on our Title I Advisory Board, setting goals for the future, and developing additional ways to identify and serve our students' needs.

Cristen C. Mitchum, Principal

School Improvement Council - Amanda Prince, Jennifer Bowen, Jamie Hilton, Audra Watson, Alicia Gantt, Sandra Davies, Toschia Moore, Jim Schirra, Susan Denton

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	138	96
Percent satisfied with learning environment	100.0%	83.3%	95.7%
Percent satisfied with social and physical environment	98.3%	77.5%	90.5%
Percent satisfied with school-home relations	84.5%	88.4%	76.6%

*Only students at the highest elementary school grade level at this school and their parents were included.